Index to *Reading Research Quarterly*—Volume 27, 1992

BY AUTHOR

Barker, Theodore A., Joseph K. Torgesen, & Richard K. Wagner. *The role of orthographic processing skills on five different reading tasks.* No. 4, 334-345.

Baumann, James F. *Commentary: Basal reading programs and the deskilling of teachers: A critical examination of the argument.* No. 4, 390-398.

Beck, Isabel L. (See McKeown, Margaret G., et al.)

Bruck, Maggie, & Rebecca Treiman. *Learning to pronounce words: The limitations of analogies.* No. 4, 374-388.

Byrne, Brian, Peter Freebody, & Anne Gates. *Longitudinal data on the relations of word-reading strategies to comprehension, reading time, and phonemic awareness.* No. 2, 140-151.

Calero-Breckheimer, Ayxa. (See Goetz, Ernest T., et al.)

Carver, Ronald P. *Commentary: Effect of prediction activities, prior knowledge, and text type upon amount comprehended: Using rauding theory to critique schema theory research.* No. 2, 164-174.

Carver, Ronald P. *What do standardized tests of reading comprehension measure in terms of efficiency, accuracy, and rate?* No. 4, 346-359.

Christensen, Carol A. *Commentary: Discrepancy definitions of reading disability: Has the quest led us astray? A response to Stanovich.* No. 3, 276-278.

Ehri, Linnea C., & Claudia Robbins. *Beginners need some decoding skill to read words by analogy.* No. 1, 12-26.

Fatemi, Zhaleh. (See Goetz, Ernest T., et al.)

Fernie, David E. (See Kantor, Rebecca, et al.)

Freebody, Peter. (See Byrne, Brian, et al.)

Garner, Pamela. (See Goetz, Ernest T., et al.)

Gates, Anne. (See Byrne, Brian, et al.)

Goetz, Ernest T., Mark Sadoski, Arturo Olivarez, Jr., Ayxa Calero-Breckheimer, Pamela Garner, & Zhaleh Fatemi. *The structure of emotional response in reading a literary text: Quantitative and qualitative analyses.* No. 4, 360-372.

Goswami, Usha, & Felicity Mead. *Onset and rime awareness and analogies in reading.* No. 2, 152-162.

Hartman, Douglas K. *Outstanding Dissertation Award 1990-1991. Eight readers reading: The intertextual links of able readers using multiple passages.* No. 2, 122-123.

Kantor, Rebecca, Sandra M. Miller, & David E. Fernie. *Diverse paths to literacy in a preschool classroom: A sociocultural perspective.* No. 3, 184-201.

Koskinen, Patricia. (See Neuman, Susan B.)

Loxterman, Jane A. (See McKeown, Margaret G., et al.)

McCormick, Sandra. *Disabled readers' erroneous responses to inferential comprehension questions: Description and analysis.* No. 1, 54-77.

McGinley, William. *The role of reading and writing while composing from sources.* No. 3, 226-248

McKeown, Margaret G., Isabel L. Beck, Gale M. Sinatra, & Jane A. Loxterman. *The contribution of prior knowledge and coherent text to comprehension.* No. 1, 78-93.

McMahon, Susan I. *IRA Outstanding Dissertation Award for 1991-1992: Book club: A case study of a group of fifth graders as they participate in a literature-based reading program.* No. 4, 292-294.

Mead, Felicity. (See Goswami, Usha.)

Miller, Sandra M. (See Kantor, Rebecca, et al.) Morrow, Lesley Mandel. *The impact of a literature-based program on literacy achievement, use of literature, and attitudes of children from minority backgrounds.* No. 3, 250-275.

Myers, Jamie. *The social contexts of school and personal literacy.* No. 4, 296-333.

Neuman, Susan B., & Kathy Roskos. *Literacy objects as cultural tools: Effects on children's literacy behaviors in play.* No. 3, 202-225.

Neuman, Susan B., & Patricia Koskinen. *Captioned television as comprehensible input: Effects of incidental word learning from context for language minority students.* No. 1, 94-106.

Olivarez, Arturo, Jr. (See Goetz, Ernest T., et al.)

Olson, Richard K. (See Rack, John P., et al.)

Rack, John P., Margaret J. Snowling, & Richard K. Olson. *The nonword reading deficit in developmental dyslexia: A review.* No. 1, 28-53.

Robbins, Claudia. (See Ehri, Linnea C.)

Roberts, Beth. *The evolution of the young child's concept of word as a unit of spoken and written language.* No. 2, 124-138.

Index to *Reading Research Quarterly*—Volume 27, 1992

BY AUTHOR

Barker, Theodore A., Joseph K. Torgesen, & Richard K. Wagner. *The role of orthographic processing skills on five different reading tasks.* No. 4, 334-345.

Baumann, James F. *Commentary: Basal reading programs and the deskilling of teachers: A critical examination of the argument.* No. 4, 390-398.

Beck, Isabel L. (See McKeown, Margaret G., et al.)

Bruck, Maggie, & Rebecca Treiman. *Learning to pronounce words: The limitations of analogies.* No. 4, 374-388.

Byrne, Brian, Peter Freebody, & Anne Gates. *Longitudinal data on the relations of word-reading strategies to comprehension, reading time, and phonemic awareness.* No. 2, 140-151.

Calero-Breckheimer, Ayxa. (See Goetz, Ernest T., et al.)

Carver, Ronald P. *Commentary: Effect of prediction activities, prior knowledge, and text type upon amount comprehended: Using rauding theory to critique schema theory research.* No. 2, 164-174.

Carver, Ronald P. *What do standardized tests of reading comprehension measure in terms of efficiency, accuracy, and rate?* No. 4, 346-359.

Christensen, Carol A. *Commentary: Discrepancy definitions of reading disability: Has the quest led us astray? A response to Stanovich.* No. 3, 276-278.

Ehri, Linnea C., & Claudia Robbins. *Beginners need some decoding skill to read words by analogy.* No. 1, 12-26.

Fatemi, Zhaleh. (See Goetz, Ernest T., et al.)

Fernie, David E. (See Kantor, Rebecca, et al.)

Freebody, Peter. (See Byrne, Brian, et al.)

Garner, Pamela. (See Goetz, Ernest T., et al.)

Gates, Anne. (See Byrne, Brian, et al.)

Goetz, Ernest T., Mark Sadoski, Arturo Olivarez, Jr., Ayxa Calero-Breckheimer, Pamela Garner, & Zhaleh Fatemi. *The structure of emotional response in reading a literary text: Quantitative and qualitative analyses.* No. 4, 360-372.

Goswami, Usha, & Felicity Mead. *Onset and rime awareness and analogies in reading.* No. 2, 152-162.

Hartman, Douglas K. *Outstanding Dissertation Award 1990-1991. Eight readers reading: The intertextual links of able readers using multiple passages.* No. 2, 122-123.

Kantor, Rebecca, Sandra M. Miller, & David E. Fernie. *Diverse paths to literacy in a preschool classroom: A sociocultural perspective.* No. 3, 184-201.

Koskinen, Patricia. (See Neuman, Susan B.)

Loxterman, Jane A. (See McKeown, Margaret G., et al.)

McCormick, Sandra. *Disabled readers' erroneous responses to inferential comprehension questions: Description and analysis.* No. 1, 54-77.

McGinley, William. *The role of reading and writing while composing from sources.* No. 3, 226-248

McKeown, Margaret G., Isabel L. Beck, Gale M. Sinatra, & Jane A. Loxterman. *The contribution of prior knowledge and coherent text to comprehension.* No. 1, 78-93.

McMahon, Susan I. *IRA Outstanding Dissertation Award for 1991-1992: Book club: A case study of a group of fifth graders as they participate in a literature-based reading program.* No. 4, 292-294.

Mead, Felicity. (See Goswami, Usha.)

Miller, Sandra M. (See Kantor, Rebecca, et al.) Morrow, Lesley Mandel. *The impact of a literature-based program on literacy achievement, use of literature, and attitudes of children from minority backgrounds.* No. 3, 250-275.

Myers, Jamie. *The social contexts of school and personal literacy.* No. 4, 296-333.

Neuman, Susan B., & Kathy Roskos. *Literacy objects as cultural tools: Effects on children's literacy behaviors in play.* No. 3, 202-225.

Neuman, Susan B., & Patricia Koskinen. *Captioned television as comprehensible input: Effects of incidental word learning from context for language minority students.* No. 1, 94-106.

Olivarez, Arturo, Jr. (See Goetz, Ernest T., et al.)

Olson, Richard K. (See Rack, John P., et al.)

Rack, John P., Margaret J. Snowling, & Richard K. Olson. *The nonword reading deficit in developmental dyslexia: A review.* No. 1, 28-53.

Robbins, Claudia. (See Ehri, Linnea C.)

Roberts, Beth. *The evolution of the young child's concept of word as a unit of spoken and written language.* No. 2, 124-138.

Roskos, Kathy. (See Neuman, Susan B., et al.)
Sadoski, Mark. (See Goetz, Ernest T., et al.)
Sinatra, Gale M. (See McKeown, Margaret G., et al.)
Snowling, Margaret J. (See Rack, John P., et al.)
Stanovich, Keith E. *Commentary: Response to Christensen.* No. 3, 279-280.
Torgesen, Joseph K. (See Barker, Theodore A., et al.)
Treiman, Rebecca. (See Bruck, Maggie.)
Wagner, Richard K. (See Barker, Theodore A., et al.)

BY TITLE

Beginners need some decoding skill to read words by analogy. Linnea C. Ehri & Claudia Robbins. No. 1, 12-26.
Captioned television as comprehensible input: Effects of incidental word learning from context for language minority students. Susan B. Neuman & Patricia Koskinen. No. 1, 94-106.
Commentary: Basal reading programs and the deskilling of teachers: A critical examination of the argument. James F. Baumann. No. 4, 390-398.
Commentary: Discrepancy definitions of reading disability: Has the quest led us astray? A response to Stanovich. Carol A. Christensen. No. 3, 276-278.
Commentary: Effect of prediction activities, prior knowledge, and text type upon amount comprehended: Using rauding theory to critique schema theory research. Rónald P. Carver. No. 2, 164-174.
Commentary: Response to Christensen. Keith E. Stanovich, No. 3, 279-280.
The contribution of prior knowledge and coherent text to comprehension. Margaret G. McKeown, Isabel L. Beck, Gale M. Sinatra, & Jane A. Loxterman. No. 1, 78-93.
Disabled readers' erroneous responses to inferential comprehension questions: Description and analysis. Sandra McCormick. No. 1, 54-77.
Diverse paths to literacy in a preschool classroom: A sociocultural perspective. Rebecca Kantor, Sandra M. Miller, & David E. Fernie. No. 3, 184-201.
The evolution of the young child's concept of word as a unit of spoken and written language. Beth Roberts. No. 2, 124-138.
The impact of a literature-based program on literacy achievement, use of literature, and attitudes of children from minority backgrounds. Lesley Mandel Morrow. No. 3, 250-275.
IRA Outstanding Dissertation Award for 1991-1992: Book club: A case study of a group of fifth graders as they participate in a literature-based reading program. Susan I. McMahon. No. 4, 292-294.
Learning to pronounce words: The limitations of analogies. Maggie Bruck & Rebecca Treiman. No. 4, 374-388.
Literacy objects as cultural tools: Effects on children's literacy behaviors in play. Susan B. Neuman & Kathy Roskos. No. 3, 202-225.
Longitudinal data on the relations of word-reading strategies to comprehension, reading time, and phonemic awareness. Brian Byrne, Peter Freebody, & Anne Gates. No. 2, 140-151.
The nonword reading deficit in developmental dyslexia: A review. John P. Rack, Margaret J. Snowling, & Richard K. Olson. No. 1, 28-53.
Onset and rime awareness and analogies in reading. Usha Goswami & Felicity Mead. No. 2, 152-162.
Outstanding Dissertation Award 1990-1991. Eight readers reading: The intertextual links of able readers using multiple passages. Douglas K. Hartman. No. 2, 122-123.
The role of orthographic processing skills on five different reading tasks. Theodore A. Barker, Joseph K. Torgesen, & Richard K. Wagner. No. 4, 334-345.
The role of reading and writing while composing from sources. William McGinley. No. 3, 226-248.
The social contexts of school and personal literacy. Jamie Myers. No. 4, 296-333.
The structure of emotional response in reading a literary text: Quantitative and qualitative analyses. Ernest T. Goetz, Mark Sadoski, Arturo Olivarez, Jr., Ayxa Calero-Breckheimer, Pamela Garner, & Zhaleh Fatemi. No. 4, 360-372.
What do standardized tests of reading comprehension measure in terms of efficiency, accuracy, and rate? Ronald P. Carver. No. 4, 346-359.

BY SUBJECT

Achievement

Morrow, Lesley Mandel. *The impact of a literature-based program on literacy achievement, use of literature, and attitudes of children from minority backgrounds.* No. 3, 250-275.

Affect

Goetz, Ernest T., Mark Sadoski, Arturo Olivarez, Jr., Ayxa Calero-Breckheimer, Pamela Garner, & Zhaleh Fatemi. *The structure of emotional response in reading a literary text: Quantitative and qualitative analyses.* No. 4, 360-372.

Analogy

Bruck, Maggie, & Rebecca Treiman. *Learning to pronounce words: The limitations of analogies.* No. 4, 374-388.

Attitude

Morrow, Lesley Mandel. *The impact of a literature-based program on literacy achievement, use of liter-*

ature, and attitudes of children from minority backgrounds. No. 3, 250-275.

Authentic literacy
Myers, Jamie. *The social contexts of school and personal literacy.* No. 4, 296-333.

Background knowledge
McKeown, Margaret G., Isabel L. Beck, Gale M. Sinatra, & Jane A. Loxterman. *The contribution of prior knowledge and coherent text to comprehension.* No. 1, 78-93.

Basal readers
Baumann, James F. *Commentary: Basal reading programs and the deskilling of teachers: A critical examination of the argument.* No. 4, 390-398.

Beginning reading
Ehri, Linnea C., & Claudia Robbins. *Beginners need some decoding skill to read words by analogy.* No. 1, 12-26.
Roberts, Beth. *The evolution of the young child's concept of word as a unit of spoken and written language.* No. 2, 124-138.

Captioned television
Neuman, Susan B., & Patricia Koskinen. *Captioned television as comprehensible input: Effects of incidental word learning from context for language minority students.* No. 1, 94-106.

Coherent text
McKeown, Margaret G., Isabel L. Beck, Gale M. Sinatra, & Jane A. Loxterman. *The contribution of prior knowledge and coherent text to comprehension.* No. 1, 78-93.

Commercial materials
Baumann, James F. *Commentary: Basal reading programs and the deskilling of teachers: A critical examination of the argument.* No. 4, 390-398.

Community membership
Myers, Jamie. *The social contexts of school and personal literacy.* No. 4, 296-333.

Comprehension
Byrne, Brian, Peter Freebody, & Anne Gates. *Longitudinal data on the relations of word-reading strategies to comprehension, reading time, and phonemic awareness.* No. 2, 140-151.
Carver, Ronald P. *Commentary: Effect of prediction activities, prior knowledge, and text type upon amount comprehended: Using rauding theory to critique schema theory research.* No. 2, 164-174.
Carver, Ronald P. *What do standardized tests of reading comprehension measure in terms of efficiency, accuracy, and rate?* No. 4, 346-359.
McCormick, Sandra. *Disabled readers' erroneous responses to inferential comprehension questions: Description and analysis.* No. 1, 54-77.

Concept of word
Roberts, Beth. *The evolution of the young child's concept of word as a unit of spoken and written language.* No. 2, 124-138.

Conceptual development
Roberts, Beth. *The evolution of the young child's concept of word as a unit of spoken and written language.* No. 2, 124-138.

Content area reading
McKeown, Margaret G., Isabel L. Beck, Gale M. Sinatra, & Jane A. Loxterman. *The contribution of prior knowledge and coherent text to comprehension.* No. 1, 78-93.

Critical thinking
McGinley, William. *The role of reading and writing while composing from sources.* No. 3, 226-248.

Decoding
Byrne, Brian, Peter Freebody, & Anne Gates. *Longitudinal data on the relations of word-reading strategies to comprehension, reading time, and phonemic awareness.* No. 2, 140-151.
Ehri, Linnea C., & Claudia Robbins. *Beginners need some decoding skill to read words by analogy.* No. 1, 12-26.

Disabled readers
McCormick, Sandra. *Disabled readers' erroneous responses to inferential comprehension questions: Description and analysis.* No. 1, 54-77.

Discourse synthesis
McGinley, William. *The role of reading and writing while composing from sources.* No. 3, 226-248.

Discrepancy definitions
Christensen, Carol A. *Commentary: Discrepancy definitions of reading disability: Has the quest led us astray? A response to Stanovich.* No. 3, 276-278.
Stanovich, Keith E. *Commentary: Response to Christensen.* No. 3, 279-280.

Dyslexia
Rack, John P., Margaret J. Snowling, & Richard K. Olson. *The nonword reading deficit in developmental dyslexia: A review.* No. 1, 28-53.

Emotional response
Goetz, Ernest T., Mark Sadoski, Arturo Olivarez, Jr., Ayxa Calero-Breckheimer, Pamela Garner, & Zhaleh Fatemi. *The structure of emotional response in reading a literary text: Quantitative and qualitative analyses.* No. 4, 360-372.

General reading ability
Carver, Ronald P. *What do standardized tests of reading comprehension measure in terms of efficiency, accuracy, and rate?* No. 4, 346-359.

Incidental learning
Neuman, Susan B., & Patricia Koskinen. *Captioned television as comprehensible input: Effects of incidental word learning from context for language minority students.* No. 1, 94-106.

Instruction
Baumann, James F. *Commentary: Basal reading programs and the deskilling of teachers: A critical examination of the argument.* No. 4, 390-398.
Myers, Jamie. *The social contexts of school and personal literacy.* No. 4, 296-333.

Language minority
Neuman, Susan B., & Patricia Koskinen. *Captioned television as comprehensible input: Effects of incidental word learning from context for language minority students.* No. 1, 94-106.

Learning disabilities
Christensen, Carol A. *Commentary: Discrepancy definitions of reading disability: Has the quest led us astray? A response to Stanovich.* No. 3, 276-278.
Stanovich, Keith E. *Commentary: Response to Christensen.* No. 3, 279-280.

Literacy and play
Neuman, Susan B., & Kathy Roskos. *Literacy objects as cultural tools: Effects on children's literacy behaviors in play.* No. 3, 202-225.

Literacy objects
Neuman, Susan B., & Kathy Roskos. *Literacy objects as cultural tools: Effects on children's literacy behaviors in play.* No. 3, 202-225.

Literary response
Goetz, Ernest T., Mark Sadoski, Arturo Olivarez, Jr., Ayxa Calero-Breckheimer, Pamela Garner, & Zhaleh Fatemi. *The structure of emotional response in reading a literary text: Quantitative and qualitative analyses.* No. 4, 360-372.

Literature-based instruction
Morrow, Lesley Mandel. *The impact of a literature-based program on literacy achievement, use of literature, and attitudes of children from minority backgrounds.* No. 3, 250-275.

Minority children
Morrow, Lesley Mandel. *The impact of a literature-based program on literacy achievement, use of literature, and attitudes of children from minority backgrounds.* No. 3, 250-275.

Nonwords
Rack, John P., Margaret J. Snowling, & Richard K. Olson. *The nonword reading deficit in developmental dyslexia: A review.* No. 1, 28-53.

Onsets and rimes
Goswami, Usha, & Felicity Mead. *Onset and rime awareness and analogies in reading.* No. 2, 152-162.

Orthographic skills
Barker, Theodore A., Joseph K. Torgesen, & Richard K. Wagner. *The role of orthographic processing skills on five different reading tasks.* No. 4, 334-345.

Peer culture
Kantor, Rebecca, Sandra M. Miller, & David E. Fernie. *Diverse paths to literacy in a preschool classroom: A sociocultural perspective.* No. 3, 184-201.

Phonological awareness
Bruck, Maggie, & Rebecca Treiman. *Learning to pronounce words: The limitations of analogies.* No. 4, 374-388.
Goswami, Usha, & Felicity Mead. *Onset and rime awareness and analogies in reading.* No. 2, 152-162.
Rack, John P., Margaret J. Snowling, & Richard K. Olson. *The nonword reading deficit in developmental dyslexia: A review.* No. 1, 28-53.

Preschool
Kantor, Rebecca, Sandra M. Miller, & David E. Fernie. *Diverse paths to literacy in a preschool classroom: A sociocultural perspective.* No. 3, 184-201.
Neuman, Susan B., & Kathy Roskos. *Literacy objects as cultural tools: Effects on children's literacy behaviors in play.* No. 3, 202-225.

Prior knowledge
Carver, Ronald P. *Commentary: Effect of prediction activities, prior knowledge, and text type upon amount comprehended: Using rauding theory to critique schema theory research.* No. 2, 164-174.

Rauding theory
Carver, Ronald P. *Commentary: Effect of prediction activities, prior knowledge, and text type upon amount comprehended: Using rauding theory to critique schema theory research.* No. 2, 164-174.

Reader response
Goetz, Ernest T., Mark Sadoski, Arturo Olivarez, Jr., Ayxa Calero-Breckheimer, Pamela Garner, & Zhaleh Fatemi. *The structure of emotional response in reading a literary text: Quantitative and qualitative analyses.* No. 4, 360-372.

Reading acquisition
Bruck, Maggie, & Rebecca Treiman. *Learning to pronounce words: The limitations of analogies.* No. 4, 374-388.
Goswami, Usha, & Felicity Mead. *Onset and rime awareness and analogies in reading.* No. 2, 152-162.

Reading development
Barker, Theodore A., Joseph K. Torgesen, & Richard K. Wagner. *The role of orthographic processing skills on five different reading tasks.* No. 4, 334-345.

Reading disabilities
Christensen, Carol A. *Commentary: Discrepancy definitions of reading disability: Has the quest led us astray? A response to Stanovich.* No. 3, 276-278.
Stanovich, Keith E. *Commentary: Response to Christensen.* No. 3, 279-280.

Reading fluency
Barker, Theodore A., Joseph K. Torgesen, & Richard K. Wagner. *The role of orthographic processing skills on five different reading tasks.* No. 4, 334-345.

Reading rate
Carver, Ronald P. *What do standardized tests of reading comprehension measure in terms of efficiency, accuracy, and rate?* No. 4, 346-359.

Reading strategies
Byrne, Brian, Peter Freebody, & Anne Gates. *Longitudinal data on the relations of word-reading strategies to comprehension, reading time, and phonemic awareness.* No. 2, 140-151.

Schema theory
Carver, Ronald P. *Commentary: Effect of prediction activities, prior knowledge, and text type upon amount comprehended: Using rauding theory to critique schema theory research.* No. 2, 164-174.

School culture
Kantor, Rebecca, Sandra M. Miller, & David E. Fernie. *Diverse paths to literacy in a preschool classroom: A sociocultural perspective.* No. 3, 184-201.

Social context
Christensen, Carol A. *Commentary: Discrepancy definitions of reading disability: Has the quest led us astray? A response to Stanovich.* No. 3, 276-278.
Myers, Jamie. *The social contexts of school and personal literacy.* No. 4, 296-333.
Stanovich, Keith E. *Commentary: Response to Christensen.* No. 3, 279-280.

Standardized reading tests
Carver, Ronald P. *What do standardized tests of reading comprehension measure in terms of efficiency, accuracy, and rate?* No. 4, 346-359.

Teacher development
Baumann, James F. *Commentary: Basal reading programs and the deskilling of teachers: A critical examination of the argument.* No. 4, 390-398.

Text comprehension
McKeown, Margaret G., Isabel L. Beck, Gale M. Sinatra, & Jane A. Loxterman. *The contribution of prior knowledge and coherent text to comprehension.* No. 1, 78-93.

Word awareness
Roberts, Beth. *The evolution of the young child's concept of word as a unit of spoken and written language.* No. 2, 124-138.

Word identification
Byrne, Brian, Peter Freebody, & Anne Gates. *Longitudinal data on the relations of word-reading strategies to comprehension, reading time, and phonemic awareness.* No. 2, 140-151.

Word recognition
Bruck, Maggie, & Rebecca Treiman. *Learning to pronounce words: The limitations of analogies.* No. 4, 374-388.
Ehri, Linnea C., & Claudia Robbins. *Beginners need some decoding skill to read words by analogy.* No. 1, 12-26.
Rack, John P., Margaret J. Snowling, & Richard K. Olson. *The nonword reading deficit in developmental dyslexia: A review.* No. 1, 28-53.

Writing
McGinley, William. *The role of reading and writing while composing from sources.* No. 3, 226-248.